LITTLER

The Mobility of the Teaching Population

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THE MOBILITY OF THE TEACHING POPULATION

BY

SHERMAN HENRY LITTLER

A. B. University of Illinois, 1911

THESIS

Submitted in Partial Fulfillment of the Requirements for the

Degree of

MASTER OF ARTS

IN EDUCATION

IN

THE GRADUATE SCHOOL

OF THE

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THE GRADUATE SCHOOL

May 31, 1912

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY SUPERVISION BY

Sherman Henry Littler

ENTITLED The Mobility of the Teaching Population

BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE

DEGREE OF Master of Arts

W C Bagley
In Charge of Major Work

Head of Department

Recommendation concurred in:

Committee
on
Final Examination

219581

UIUC

Introduction.

Dr. L. D. Coffman, Supervisor of the training department of the Charleston State Normal School, in preparing his monograph, "The Social Composition of the Teaching Population," submitted the following questionnaire to teachers in various parts of the country.

Teachers are requested to check (X) or underscore where it is possible.

1. Male or female.
2. Age at nearest birthday.
3. Native born with native born parents.
   Native born with foreign born parents.
   Foreign born with foreign born parents.
4. Native language of father Of mother.
5. Father's occupation when you began teaching.
6. Total number of brothers and sisters.
7. Check item that would most nearly represent the parental annual income when you began teaching:

$250 or less	$1000 to 1250	$2000 or more
250 to $500	1250 to 1500	
500 to 750	1500 to 1750	
750 to 1000	1750 to 2000	

8. Were both parents living when you began teaching?
   If either was dead, which one?
9. Number of months for which your present contract was drawn.
10. Salary per month this coming year.

11. Position now holding (underscore).

Rural school teacher	Kindergarten principal
Kindergarten "	Primary "
Primary "	Imtermediate "
Intermediate "	Grammar "
Grammar "	
High school principal	Subject teaching
High school teacher	what grade
Special grade supervisor	what subject
Special subject "	
District "	
County superintendent	
Assistant "	
Superintendent	

12. Do you board at home while teaching?

13. Age when you began first employment as teacher.

14. Number of years taught in country.
in village or town.
in city.

15. Number of years studied in high school
in normal school or teacher's training classes.
in college of university.

16. Length of time for which your present certificate was issued.

"This questionnaire was distributed with the view of obtaining

a random sampling of teachers over the Unites States in rural, town, and city schools. Such a sampling should give a truer description of the Americam teacher than facts secured from a selected group, such as principals, superintendents, or primary teachers." [1]He used returns from seventeen states. "In the main, the answered were secured from teachers while they were assembled in convention under the county superintendents, the city superintendents, or some representatives of these officers. In some towns and cities the answers were secured from teachers by buildings or by rooms. In every case the nature and purpose of the investigation were explained and teachers were informed that they need have no hesitancy in answering the questions as they could never be identified by their answers. Every effort was made to have the selection random. The relative proportion of the sexes secured (78.7 per cent women, 21.3 per cent men) corresponds very closely to the results given by the Commissioner of Education for the whole United States (78.3 per cent women and 21.7 per cent men) and gives an additional indication that the selection was random." [2]Dr. Coffman used reports from 1176 men and 4037 women in his study. Some of his conclusions follow.

The median beginning age of men was 19.88 years. That is, there were just as many men who began teaching at 19.87 years of age or less as there were who began teaching at 19.89 years of age or more. Fifty per cent of all the men began teaching between the ages of 17.96 years and 21.80 years. The median beginning age of women was 19.38. Fifty per cent of them began teaching

1. and 2. Coffman, P.3.

between the ages of 18.22 and 20.54 years. Roughly 58 per cent of the men and 62 per cent of the women began teaching between the ages of 18 and 20. The median beginning age of men for the country schools was 19.76, for the town schools 20.34, and for the city schools 20.68. For the women the ages were 19, 20.05, and 20.04 respectively. The median for the actual age of men teachers was 29.05 years and for women it was 24.1. In round numbers one-half of the men and two-thirds of the women were under 30 years of age. The median of experience for men was 7 years and for women it was 4 years. For all teachers regardless of sex, it was 5 years. The median of training was 4 years in each case. There was little or no correlation between age and training.

He found the median salary of men to be $489 and of women $450, only $39 less for women than for men. There was no tendency for salaries to cluster about any given age for either men or women; but there was some correlation between experience and salary up to six years for men and seven or eight years for women. Above that it was practically negligible. On the average, five years of experience increased the salary of men teachers by 1.5 times, ten years increased it by 1.8 times, and twenty-five years by 1.9 times. The corresponding increase for women was 1.3 , 1.4 , and 1.8 times. There was no uniform tendency for a given difference in lengths of experience to be accompanied by a constant, or gross, or percentile difference in salary. There was no uniform tendency or relation existing between salary and training beyond the elementary school. One year was not found to be of

equal value with another year. In general, the firat four years had little or no effect upon salary; but beyond that, each succeeding year had increasingly marked influence, thus indicating a premuim on advanced academic and professional training. There was great variability in salaryrange within each year group for both experience and training.

Ninety-one and three tenths per cent of the men teachers were native born with native born parents, 7.3 per cent native born with one or both parents foreign born, and 1 per cent foreign born with foreign born parents. Eighty three and eight tenths per cent of the women teachers were native born with native born parents 14.9 per cent were native born with one or both parents foreign born, and 1.1 per cent were foreign born with foreign born parents. Native born women with native born parents were only 8/9 as numerous as the men of the same class, while in the other two classes combined they were over two times as numerous. As the proportion of women teachers is increasing, the problem of training teachers not thoroughly Americanized is becoming more momentous. Seventy eight and six tenths per cent of the men and 79.5 per cent of the women were of clearly Anglo Saxon origin; 11.3 per cent of the men and six per cent of the women were of German origin; 7 per cent of the men and 1.3 per cent of the women were of Scandinavian origin; and 4.1 per cent of the men and 6.1 per cent of the women were of mixed origin;

The median income of the parents of the men at the time they began teaching was $691 and the parents of the women were

earning a median salary of $753 when they began.# The income of the parents had little or no influence upon the age at which their children began to teach and but little influence upon the number of years' training. Fewer women than men had both parents living when they began teaching, there were more women whose fathers were dead, more men whose mothers were dead, and two times as many women as men both of whose parents were dead. This indicates that economic necessity had driven the women harder than it had the men who were teaching.

The median size of the families from which the men teachers came was 7 and from which women teachers came was 6. Irrespective of sex it was 7. For our population in general it was 4.7 in 1900. When we consider that it is chiefly from those families of at least 7 where the parental income is only about $800 or less that our teachers come, we are compelled to recognize the seriousness of the problem.

Sixty nine and seven tenths per cent of the men teachers and 44.8 per cent of the women teachers were children of farmers; 7 per cent of the men and 7.5 per cent of the women were children of men in professional life; 6.2 and 15.3 respectively of business men; 8 and 16.4 of artisans; 7 and 11.3 of labors and .8 and 1.8 of public officials. A vast majority of our teachers are coming from the farming and industrial classes. The classes with the least income, yet the largest families are contributing the largest percentage of teachers.

Corrected from result as given in the tables.

In the light of the foregoing facts Dr. Coffman draws the following fundamental conclusions: "(1) The teaching force is being recruited from large families, - probably the most fecund element of our total population; (2) the transmission of our best culture is turned over to a group of least favored and cultured because of its economic station; (3) even considering that those that enter teaching are the best from these prolific families, they represent on the whole an unmarried group which does not perpetuate itself. In other words, the intellectual possessions of the race are by rather unconscious selection left to a class of people who by social and economic station, as well as by training, are not eminently fitted for their transmission."[1] In concluding he states the following problems as growing out of the conditions shown by his study: (1) feminization of the teaching force, (2) salaries, (3) pensions, (4) higher entrance qualifications, (5) training teachers in service, (6) the craft spirit, (7) an aroused public conscience.

Through the kindness of Dr. Coffman, I have been permitted to use the answers to questions 9, 10, 14 and 15 in this study. In addition to the reports used by him, returns from eight other atates were used by me, in all 1453 men and 5326 women teaching in twenty five states. The results of my efforts, in so far as they may be counted successful, are due in a large measure to his direction. About the only source of error was in determining whether a teacher was employed in a town or city school and

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1. Coffman P. 70.

this was largely avoided by tabulating the returns as they came in and using the classification of the Commissioner of Education (a population of 4000 or more counting as a city)[1]. Fractions were averaged by counting every other half as one and changing every other fraction to the nearest unit. As in Dr Coffman's study, the statistical technique of E. L. Thorndike was used. The median, the measure above and below which exactly half of the cases lie, has been used for the central tendency because it can be found more quickly than the average and is not so sensitive to overweighting due to extreme cases.

Group I.

Those Teaching in the Country Only.

Nineteen hundred fifteen women or 36 per cent had taught only in the country. The median experience was 1.415 years. In other words, there were just as many who had taught 1.4 years or less as there were who had taught 1.5- or more. Over 77 per cent had taught four years or less. The median training was 3.1 years. That is, there were just as many of this group who had had 3.1 years or less as there were who had had 3.2 years or more of training beyond the elementary schools. Over 77 per cent had had 4 years or less of training, who had the equivalent or less than the equivalent of a four year high school course. Only 14 or less than 1 per cent had had 8 years or more of training beyond the elementary schools, that is had had the equivalent of, or more

1. Coffman P. 6 & 7.

than the equivalent of, a college training.

Six hundred thirty nine men or 44 per cent had taught only in the country. The mediun experience was 2.86 years and training 2.33 years. The men had had 1.4 years more experience but .8 years less training than the women. Nearly 60 per cent of the men had had 4 years or less of experience, while nearly 80 per cent had four years or less of training. Two per cent had had eight years or more of training. About 1/6 of the men as compared with 1/5 of the women of this group were teaching for the first time. Fifty per cent of the women had had between .18 and 3.75 years of experience as against .62 and 7.79 years for 50 per cent of the men. The men averaged higher and more variable in experience, the women in training. There were decided modes at four years of training for both men and women; that is a large number were high achool graduates but had had no further training.

Table I

Distribution and training of women teaching only in country.

Years Exp.	years of training 0	1	2	3	4	5	6	7	8	over 8	M	Total for Exp.
0	32	23	35	43	173	57	24	6	5	1	4	399
1	44	32	43	55	147	76	37	8	1	0	4	443
2	23	24	27	36	89	58	14	6	1	0	4	278
3	16	29	24	33	52	34	8	4	0	0	3	200
4	22	16	21	33	40	20	3	0	1	0	3	156
5	10	10	14	21	25	11	4	2	0	0	3	97
6	10	16	10	16	20	10	1	1	0	1	3	85
7	9	3	7	7	13	12	2	0	0	0	4	53
8	7	1	8	8	8	1	0	0	1	0	3	34
9	3	4	6	6	2	1	2	1	0	0	2	25
10	5	2	5	8	3	2	0	0	0	1	3	26
11	2	0	3	2	3	0	2	0	0	0	3	12
12	4	4	1	5	3	2	1	0	0	0	3	20
13	3	2	0	0	1	0	0	0	0	0	1	6
14	1	1	4	4	1	1	0	0	0	0	2 to 3	12
15	0	1	1	3	0	0	2	0	0	0	3	7
16	2	1	2	2	0	0	0	0	0	0	2	7
17	0	1	0	2	2	0	0	0	0	1	3 to 4	6
18	3	1	2	2	3	1	0	0	0	0	2 to 3	12
19	1	1	0	0	1	0	0	0	0	0	1	3
20	3	0	4	3	1	0	0	1	0	0	2	12
20to25	0	2	2	4	2	0	0	0	0	0	3	10
Over25	4	1	3	1	1	0	1	0	0	1	2	12
Totals	204	175	222	294	590	286	101	29	9	5		1915
Median	3	3	3	3	1	2	1	2	0	10		

Median Experience 2 years.

Median Training 4 years.

Table II.

Distribution and Training of Women Teachers who began in the Country Schools and later were promoted to positions in Town Schools.

Years Exp.	Years of Training. 0	1	2	3	4	5	6	7	8	over 8	M	Total for Exp.
0	19	5	15	12	38	12	5	0		0	4	106
1	10	7	12	11	20	20	3	2		2	4	87
2	7	4	12	10	11	18	4	1		1	4	68
3	9	9	12	7	16	8	5	1		1	3	68
4	9	6	6	5	15	3	5	3		0	3 to 4	52
5	7	4	4	9	5	1	0	0		3	3	33
6	2	8	7	1	11	3	3	2		2	4	39
7	4	4	5	3	4	1	0	0		0	2	21
8	4	4	5	2	3	0	1	0		0	2	19
9	4	3	3	4	0	2	1	0		0	2	17
10	6	0	2	2	2	0	0	0		0	1	12
11	1	1	0	1	2	1	0	0		0	3 to 4	6
12	3	1	3	4	0	1	0	0		0	2	12
13	1	4	1	2	1	1	1	0		1	2 to 3	12
14	1	2	1	0	0	1	3	0		0	4	8
15	1	2	4	1	1	0	0	1		2	2	12
16to20	6	4	5	2	1	0	1	1		0	1 to 2	20
21to29	8	3	10	6	1	1	1	0		1	2	31
30 or over	5	3	4	2	2	0	0	0		0	1 to 2	16
Totals	107	74	111	84	133	73	33	11		13		639
Medians	4	6	4	4	3	2	3	4		5		

Median Experience 3 years. Median Training 3 years.

Group II.

Those Teaching in the Country & Towns.

Eight hundred thirty three women or 16 per cent taught in the country and later were promoted to positions in a town school. The median experience in the country was three years and the median training was four years. Sixty nine and one half per cent had taught four years or less in the country. Over 61 per cent had had four years or less of training while less than four per cent had had eight years or more.

The men of this group numbered 390 or 27 per cent. Their median experience in the country was 5 years, 2 years greater than for women; while their median training was 4 years, the same as for women. Nearly 47 per cent had taught four years or less in the country; over 58 per cent had had 4 years or less of training; and 8 6/13 per cent had had eight years or more of training. Fifty per cent of the women had taught between 1.6 and 4.69 years in the country, while for men 2.27 and 8.89 represented the same limits. Fifty per cent of the women had had between 2.24 and 4.73 years training as compared with 1.82 and 5.82 for the men. The men were more variable in both respects than the women. The modes at four years of training were much less noticeable than in group I.

Table III

Distribution and Training of Women Teachers who began in the country schools and later were promoted to positions in Town Schools.

Years Exp.	0	1	2	3	4	5	6	7	8	over 8	M	Total for Exp.
1	5	8	12	25	38	40	47	11	14	3	5	203
2	6	6	12	20	37	33	22	7	7	0	4	150
3	8	4	14	20	33	21	11	3	1	0	4	115
4	7	8	8	26	33	16	6	3	4	0	4	111
5	4	9	10	6	14	20	5	3	0	0	4	71
6	3	1	4	13	7	6	6	2	0	1	4	43
7	2	6	3	7	8	4	1	0	1	0	3	32
8	2	0	4	5	11	3	1	1	0	1	4	28
9	2	3	2	3	2	1	1	0	0	0	2/3	14
10	0	0	1	1	2	2	2	0	0	0	4/5	8
11	0	1	1	2	0	2	1	0	0	0	3	7
12	1	0	1	3	3	2	0	0	0	0	3/4	10
13	0	1	3	3	0	2	0	0	0	0	3	9
14	0	3	1	2	1	2	0	0	0	0	3	9
15	1	0	1	4	0	0	0	0	0	0	3	6
over 15	1	2	2	4	4	2	2	0	0	0	3	17
Totals	42	52	79	144	193	156	105	30	27	5		833
Median	4	4/5	4	4	3	3	2	2	1	1		

Median Experience in Country 3 years.

Median Training 4 years.

Table IV.

Distribution and Training of men who began in the country and later were promoted to a position in a Town School.

Years	Years of Training.								over		Total	Town
Exp.	0	1	2	3	4	5	6	7	8	8	M	Exp.	Exp.
1	0	0	1	3	7	8	6	2	6	2	5	35	71
2	1	1	2	7	6	9	8	5	8	3	5	50	60
3	3	1	7	5	10	3	10	4	1	2	4	46	47
4	5	3	3	8	10	7	10	4	2	0	4	52	35
5	2	1	4	3	5	7	2	3	1	1	4	29	34
6	2	3	4	1	6	4	3	1	1	0	4	25	19
7	3	0	3	5	2	3	1	1	0	0	3	18	14
8	3	0	4	5	6	4	1	1	1	0	4	25	17
9	1	4	4	2	1	1	0	0	1	0	2	14	6
10	4	2	2	3	2	0	2	1	0	0	2/3	16	18
11	1	2	3	3	2	1	1	1	0	0	3	14	6
12	0	0	1	3	4	2	1	0	0	2	4	13	12
13	0	2	2	0	2	1	0	0	0	0	2	7	6
14	2	0	0	0	1	0	0	1	1	0	4	5	2
15	1	0	0	1	1	1	0	1	0	0	4	5	10
16	0	0	1	0	1	0	0	0	0	1	4	3	3
17	0	0	1	2	0	0	0	0	0	0	3	3	3
18	0	1	1	1	1	1	0	0	0	0	3	5	3
19	0	1	1	0	1	0	0	0	0	0	2	3	0
20	1	1	2	0	1	0	0	0	0	0	2	5	7
over 20	1	6	2	2	0	3	3	0	0	0	2	17	17
Total	30	28	48	58	69	55	48	25	22	11		390	390
Median	7	10	7/8	6/7	5	4	3/4	4	2	3			

Meidan Experience in Country 5 years, in Town 4 years.

Median Training 4 years.

Group III.

Those Teaching in the Country, Town and City.

Three hundred twelve or 6 per cent of the women teachers began in the country, advanced to the towns, and later to city positions. Their median experience in the country was 2 years and in towns 3 years, 5 years in all. Fifty seven per cent taught two years or less in the country, 39 per cent 2 years or less in town. 85 per cent taught 4 years or less in the country, while only 67 per cent taught 4 years or less in towns. The median training was five years. Forty per cent had had four years or less of training, while only 9 per cent had had 8 years or more. There is a distinct mode at four, five and six years training, exactly 66 2/3 per cent or 2/3 of the cases falling in the three years. Fifty per cent of the cases come between .284 and 2.965 years experience in the country, between 1.245 and 4.965 in town, noticeably higher and more variable for the latter. Fifty per cent fall between 3.27 and 5.902 years training.

The men of this group numbered 145 or nearly 10 per cent. Their median rural school experience was 3 years and town school 4 years, 7 years in both as compared to 5 for women. Their mediam training was 6 years, one year greater than for the women. Over 64 per cent taught 4 years or less in the country and nearly 60 per cent taught 4 years or less in town. Thirty four per cent taught two years or less in the country; a little less than 33 per cent taught 2 years or less in town. Thirty one per cent

had 4 years or less of training; 36½ per cent had eight years or more. There were modes at four and eight years training. Fifty per cent of the cases fall between 1.44 and 5.33 1/3 years rural experience and 1.54 and 7.91 years town experience, higher and more variable than for the women of the group. In training the same limits were 3.55 and 7.61 years, again higher and more variable than for women. There was no distinct mode at one year of experience in the country as was the case for women.

Table V

Distribution and training of women teachers who began in the country, advanced to town positions and later to city positions.

	Years of Training										
Yrs. Exp.	2 or less	3	4	5	6	7	8	9 or more	M	Exp. in Country	Exp. in Town
1	5	10	20	27	25	7	8	7	5	109	63
2	7	4	18	16	18	2	3	3	5	71	61
3	8	7	9	10	16	2	2	2	5	56	46
4	0	6	6	11	3	2	0	2	5	30	40
5	2	3	2	2	3	0	0	0	4	12	26
6	0	2	4	2	3	0	0	0	4	11	12
7	1	0	1	0	3	1	0	0	6	6	12
8	0	1	2	0	1	1	0	0	4	5	14
9	1	0	1	0	0	0	0	1	4	3	9
10 or more	2	1	3	2	0	1	0	0	4	9	29
Total	26	34	66	70	72	16	13	15		312	312
M	3	3	2	2	2	2	1	2			

Median Training 5 years.

Median Experience 2 years in country, and 3 years in town.

Table VI.

Distribution and training of men who began teaching in the country, advanced to town positions, and later to the city.

Yrs. Exp.	Years of Training. 2 or less	3	4	5	6	7	8	9	10 or more	M	No. for each yrs Exp rural	No. for Exp town	Exp. city
1	1	0	3	2	3	2	8	3	3	8	25	22	30
2	3	1	4	1	3	3	6	4	0	7	25	26	22
3	2	1	3	4	5	1	4	3	1	6	24	19	11
4	0	3	1	2	3	3	2	1	5	7	20	19	8
5	0	1	3	1	0	2	2	1	0	6	10	8	19
6	2	2	3	1	1	3	1	1	1	5	15	10	5
7	1	0	0	1	0	1	1	1	0	7	5	4	7
8	0	0	1	0	0	0	2	0	0	8	3	11	4
9	1	0	0	1	0	0	0	0	0		2	5	8
10	2	0	1	0	0	2	0	1	0		6	7	5
over 10	4	1	1	1	1	0	2	0	0		10	14	26
Total	16	9	20	14	16	17	28	15	10		145	145	145
M	6 to 7	4	3 to 4	3 to 4	3	4	2 to 3	3	4				

Median Experience in Country 3, in town 4 years, and in city 5 years.

Medium Training 6 years.

Group IV.

Those Teaching in the Country and City.

Three hundred seven women or nearly 6 per cent were found in this group. The median experience in the country was 2 years and the median training five years. Nearly 58 per cent taught 2 years or less in the country; 80 per cent 4 years or

Group IV.

Those Teaching in the Country and City.

Three hundred and seven women or nearly 6 percent were found in this group. The median experience in the country was two years and the median training five years. Nearly 58 percent taught two years or less in the country; 80 percent four years or less. Over 46 percent had had four years or less training; 72 percent five years or less. There was a distinct mode at four and five years training, over 53 percent being in these two years. Only 4 percent of the men came in this group. Their median rural experience was three years and median training six years, one more in each case than for the women. Sixty one percent had taught for four years or less in the country, but only 41 percent had had four years or less training. There was no such marked mode in the training as there was for the women of this group . Fifty percent of the women fell between .67 and 3.48 years experience in the country, 1.116 and 6.5 representing the same for the men. Fifty percent of the women were included between 3.216 and 5.154 years training as against 2.883 and 6.82 for men. Again we find the men higher and more variable than women in both training and experience .

Table VII.

Distribution and Training of women teachers who began in the country and later were promoted to city positions.

Years Exp.	Years of Training. 0	1	2	3	4	5	6	7	8	9	10	M	Total no. for each yr. of rural Exp.
1	0	2	4	10	32	31	18	7	8	3	0	5	115
2	0	0	2	1	21	17	15	3	2	2	0	5	63
3	1	1	1	4	9	15	6	1	1	0	o	5	39
4	2	0	0	3	9	5	5	1	0	0	2	4	27
5	1	1	0	0	4	3	3	3	0	0	0	5	15
6	0	0	6	1	2	2	1	0	0	0	0	2 to 3	12
7	0	2	1	2	2	2	1	0	0	0	0	3 to 4	10
8	0	1	1	1	0	1	1	0	0	0	0	3	5
9	0	0	1	3	0	3	1	0	0	0	0	4	8
10	0	0	0	1	0	1	1	0	0	0	0	5	3
12	0	1	0	0	3	0	0	0	0	0	0	4	4
13	0	0	0	0	1	0	0	0	0	0	0	4	1
14	0	0	1	1	0	0	0	0	0	0	0	2 to 3	2
20	0	0	2	0	0	0	0	0	0	0	0	2	2
33	0	0	1	0	0	0	0	0	0	0	0	2	1
Total	4	8	20	27	83	80	52	15	11	5	2		307
Med'ns	4	6	6	3	2	2	2	2	1	1	4		

Median Experience 2 years in country.

Median Training 5 years.

Table VIII

Distribution and Training of Men Teachers who began in the Country and later were promoted to City Positions.

Years Exp.	0	1	2	3	4	5	6	7	8	9	10	M	Tot. No. for each Yr, Rural Exp.	City Exp.
1					1	0	2	4	3	1	1	7	12	8
2					2	3	2	3	1	0	1	6	12	7
3				2	0	0	1	1	0	0	0	5	4	8
4	0	0	1	1	1	1	0	0	1	1	0	4 to 5	6	5
5	0	0	0	0	1	0	0	1	1	0	0	7	3	4
6	1	0	0	0	2	0	0	0	0	0	0	4	3	2
7	0	0	0	1	0	0	0	1	1	1	0	7 to 8	4	1
8	0	0	0	1	0	0	1	0	0	0	0	5	2	3
9	0	0	0	1	0	0	0	0	0	0	0		1	1
11	1	2	0	0	1	0	0	0	0	0	0	1	4	4
12		1											1	2
13								1					1	1
14			1										1	0
16		1											1	1
20			1										1	#7
Totals	2	4	3	6	8	4	6	11	7	3	2		56	
M.	8	11	14	5	4to5	2	2	2	2	2	4			

over 16

Median Experience 3 years in country between 4 and 5 in City.

Median Training 6 years.

Group V.

Those Teaching in the Town Only.

Six hundred and eighty-eight women or 13 percent had taught only in town schools. Fifty-eight percent of these had taught four years or less; 51 percent three years or less. Forty-six percent had had four years or less of training; 58 percent had had five years or less. The median experience was three years; the median training five years. Fifty percent of the women had had between .77 and 8.74 years experience and between 2.81 and 6.93 years training. One hundred and ten or nearly 8 percent of the men came in this group. Almost 51 percent of them had taught four years or less; 41 percent had had four years or less of training; and 32 percent had had eight years or more of training. Their median experience was four years; their median training five years. Fifty percent of the men of this group had had between 1.19 and 13.17 years experience and 2.875 and 7.29 years training. The median man had had one year more of experience than the median woman, but about the same training. The men were more variable in experience than the women, but about the same in training. For men there were modes in training at four and eight years, representing respectively the high schools and college equivalents. For women the modes were four and six years, representing respectively the high school and normal school equivalents.

Table IX

Distribution and Training of Women Teaching only in the Town Schools.

Years	Years of Training								over		Totals
Exp.	0	1	2	3	4	5	6	7	8	M	Exp.
0	2	0	1	4	20	10	18	12	11	4	6	82
1	2	3	5	7	23	12	23	16	20	5	6	116
2	4	2	1	6	14	9	23	10	14	5	6	88
3	1	3	3	7	13	7	16	8	6	2	5	66
4	1	3	1	7	9	6	11	7	2	2	5	49
5	1	1	2	4	6	3	7	5	4	1	5/6	34
6	2	0	0	11	6	2	6	5	2	1	4	35
7	2	0	0	9	3	6	4	2	3	0	5	29
8	2	0	1	4	2	5	6	1	1	1	5	23
9	2	0	3	7	1	1	2	0	1	0	3	17
10	1	1	0	6	4	4	3	0	2	0	4	21
11	1	0	0	1	2	2	1	0	0	1	4/5	8
12	2	0	4	2	3	2	0	0	2	1	3/4	16
13	1	0	0	7	4	3	0	0	1	0	3/4	16
14	1	0	1	3	0	0	1	0	0	0	3	6
15	2	0	0	1	1	1	2	0	2	0	5	9
16	3	0	3	0	3	3	1	0	1	0	4	14
17	0	0	1	2	3	1	0	0	0	0	4	7
18	2	0	2	0	0	2	0	0	0	0	2	6
19	0	0	1	0	2	0	1	0	0	0	4	4
20	2	1	5	0	1	0	0	0	0	0	2	9
21to29	1	1	3	10	3	2	0	1	0	0	3	21
30to37	1	0	1	4	4	0	1	1	0	0	3/4	12
Totals	36	15	38	102	127	81	126	68	72	25		688
M.	9	3	13	7	3	4	2	2	3	2		

Median Experience 3 years.

Median Training 5 years.

Table X.

Distribution and Training of Men

Teaching only in Town Schools.

Years Exp.	1 or less	2	Years of Training 3	4	5	6	7	8	Over 8	M	Total Exp.
0	1	0	0	2	0	3	3	2	0	6	11
1	0	0	1	2	2	2	1	6	0	6 to 7	14
2	1	0	1	1	2	2	1	5	0	6	13
3	0	1	0	2	2	1	0	3	1	5 to 6	10
4	0	1	2	1	1	2	0	1	0	4/5	8
5	0	00	0	0	0	0	2	3	0	8	5
6	0	0	1	0	0	0	0	2	2	8	5
7	0	0	0	0	0	0	0	1	0	8	1
8	0	0	0	1	1	0	1	0	0	5	3
10to15	0	1	5	3	0	1	0	1	6	5	17
16to24	4	1	0	1	2	0	0	1	0	2	9
Over24	3	4	2	3	0	1	0	3	0	2/3	14
Totals	9	8	12	16	10	12	8	26	9		110
Median	20	24/25	10	6	3	2	½	2/3	11		

Median Experience 4 years.

Median Training 5 years.

Group VI.

Those Teaching in Town and City.

This was the smallest group for both men and women. Only 232 or 4 percent of the women began in towns and later advanced to city positions. Almost 75 percent of these had taught four years or less in the towns, the median being three years, Over 22 percent had had four years or less; 66 percent six years or less, and nearly 22 percent eight years or more of training. Only six had had less than three years training. Their median training was six years, the highest for women. There was a mode at six years instead of four years of training indicating that normal school graduates figured largely in this group. Fifty percent had between 1 and 4.6 years experience in towns and 4.146 and 6.75 years training. Twenty-nine or a little less than 2 percent of all men were in group VI. Over 58 percent of them had had four years or less of town experience. The median town experience was four years. Their median training was eight years, the highest for any group of either sex. There were modes at six and eight years training, the one at eight being especially strong nearly half of all the cases falling there. These modes again indicate a large percentage of normal school and college graduates. Only one man had had less than the equivalent of a high school course, while almost 60 percent had had the equivalent or more than the equivalent of a college training. Fifty percent of the cases come between 1.75 and 6.375 years experience in town; and between 6 and 8 years training, a little higher and more variable for the men in experience but less variable in training .

Table XI.

Distribution and Training of Women Teachers who began in town and later were promoted to city positions.

Years Exp.	2 or less	3	4	5	6	7	8	9	10 or more	M	Total for each year.
1	1	1	5	9	16	10	11	6	0	6	59
2	1	0	3	5	13	10	7	0	0	6	39
3	2	3	4	7	12	4	7	1	1	6	41
4	0	7	3	6	7	3	6	1	1	6	34
5	1	3	4	4	4	0	2	0	0	5	18
6	0	2	3	1	4	0	2	1	0	6	13
7	0	1	1	0	1	1	1	0	0	6	5
8	0	0	0	3	1	0	1	1	0	5	6
9	0	1	0	0	1	0	0	0	0	5	2
10	1	0	0	2	0	0	0	0	0	5	3
over 10	0	4	1	4	1	0	0	1	1	5	12
Total	6	22	24	41	60	28	37	11	3		232
Median	3	4to5	3-4	3	3	2	3	1	4		

Median Experience 3 years in Town.

Median Taining 6 years.

Table XII

Distribution and Training of Men who Started in Towns and Later were Promoted to City Positions.

Yrs. Exp. in Towns	Years of Training. 2	4	5	6	7	8	9	10	11	M	*	City Exp.
1				1			1				2	2
2				3	1	3				7	7	5
3				2		2		1		8	5	2
4						1	1		1	9	3	3
5			1		2					7	3	4
6						1					1	1
7						2					2	2
8						1					1	0
9						2	1				3	1
12		1									1	2
33	1										1	# 7
Totals	1	1	1	6	3	12	3	1	1	29	29	29
Medians				2	5	5	4					

* Total Number for Each Year of Experience

\# Over 12

Median Experience 4 years in Town, 5 in City.

Median Training 8 years.

Group VII.

Those Teaching in City Only.

Ten hundred and thirty-nine or 19 percent of the women teachers began in the city. Only 6 percent of these were teaching for the first time. Their median experience was seven years. This indicates that the women who teach only in the city are the most stable of the seven groups. Their median training was five years. Only 28 percent had had four years or less of training, while almost 50 percent had had six years or more of training. In other words, practically half of the women teaching in the city only were normal school graduates. Only 10 percent had had less than a high school training.

The median experience of the 84 men of this group was four years, the general group median for men. As the median for men teachers in general was seven years,* the men who begin in the city are not the ones as a rule who continue teaching. Only seven men, or 8 percent of the group as compared to 204 women or 20 percent of the same group had taught more than 15 years. Only four men were teaching for the first time. The median training was seven years, three more than for men in general. Only 12 percent had had four years or less of training, while 82 percent had had six years or more, and 39 percent were college graduates.

*Coffman - P. 25.

Table XIII.

Distribution and Training of Women who taught only in the City.

Years Exp.	Years of Training over 0to3	4	5	6	7	8	8	M	Totals
0	5	5	15	16	6	10	4	6	61
1	4	12	14	37	2	5	3	6	77
2	5	11	17	45	11	12	1	6	102
3	2	8	18	28	6	6	1	6	67
4	7	10	14	36	6	8	1	6	82
5	7	8	9	25	6	8	2	6	65
6	4	5	12	23	4	3	1	6	58
7	7	7	8	25	3	3	0	6	53
8	1	4	9	15	6	3	1	6	39
9	9	2	11	9	4	1	1	5	37
10	7	10	19	9	3	2	0	5	50
11	1	3	17	6	0	0	3	5	30
12	1	5	8	10	3	2	2	6	31
13	1	7	9	6	1	0	0	5	24
14	5	8	17	8	0	2	1	5	41
15	3	4	8	5	3	0	1	5	24
16	2	2	6	3	0	0	0	5	13
17	3	6	1	2	0	0	0	4	12
18	5	8	7	2	3	0	1	4-5	26
19	1	7	2	0	0	1	0	4	11
20	5	11	5	2	1	1	1	4	26
21	3	9	4	1	2	0	1	4	20
22	1	3	3	0	2	0	1	5	10
23	0	0	2	1	1	0	0	5-6	4
24	1	2	3	1	0	0	0	5	7
25to29	7	15	8	9	3	1	1	4-5	44
30&over	11	9	4	3	1	3	0	4	31
Total	108	181	250	325	77	71	27		1039
M.	10	13	9	5	6	4	8		

Median Training 5 years.

Median Experience 7 years.

Table XIV.

Didtribution and Training of men who taught in the cities only.

Yaars Exp.	Years of Training. 0to3	4	5	6	7	8	over 8	M	Total
0	0	1	1	1	0	1	0	5-6	4
1	3	0	0	4	3	4	0	6-7	14
2	0	0	0	3	5	4	1	7	13
3	2	0	1	1	1	3	1	7	9
4	1	0	1	2	2	2	2	7	10
5	0	0	0	1	0	1	0	7	2
6	0	0	1	3	1	1	1	6	7
7	0	0	2	0	0	0	0	5	2
8	0	0	0	0	1	0	0		1
9	0	0	1	0	0	0	0		1
10	0	0	0	0	2	0	0		2
11	1	0	0	0	0	1	1	8	3
12	0	0	0	1	0	1	0		2
14	0	0	0	0	0	0	3		3
15	0	0	0	1	1	0	2		4
18	0	0	1	0	0	0	1		2
20	0	1	0	0	0	0	0		1
30	1	0	0	0	0	2	0	8	3
50	0	0	0	0	0	0	1		1
Totals	8	2	8	17	16	20	13		84
M.	3	10	6-7	3	2-3	3	14		

Median Training 7 years

Median Experience 4 years.

Combining the women of all groups table XV results. Their median training is four years.* That is, the median woman teacher is a high school graduate. Only 6 percent were college graduates. Twenty-seven percent had had training equal to or greater than the average normal course. The median experience in any one group was three years, or less than the median for women in general regardless of location.

The corresponding table for men is table XVI. Their median training is four years, the same as for women. This too, agrees with the result as obtained by Dr. Coffman.† Over 13 percent of the men had had eight years or more of training. This is double the same for women. Thirty percent as conpared to 27 per cent for women had had the equivalent of a normal school training. The median number of years experience for men in any one group was four years. For men in general regardless of location it was seven years.(#)

#Agrees with Coffman P.32.
(*)Dr. Coffman, P.25.
† " " P. 32
Coffman P. 25

Table XV.

Experience and Training of all Women.

Years Exp.	Years of Training 0to3	4	5	6	7	8	over 8	M	Totals
0	145	198	82	58	24	26	9	4	542
1	278	277	209	203	61	67	27	5	1122
2	187	193	155	150	49	46	11	5	791
3	191	128	112	95	28	23	7	4	584
4	178	110	78	71	22	21	9	4	489
5	110	63	52	51	19	14	3	4	312
6	101	47	35	44	12	7	5	4	251
7	69	35	32	37	7	8	0	4	188
8	47	27	22	25	9	6	4	4	140
9	56	8	17	16	5	2	2	4	106
10	42	19	31	15	3	4	1	4	115
11	15	8	22	10	1	0	4	5	60
12	29	18	16	11	3	4	3	4	84
13	21	13	14	6	1	1	2	4	58
14	28	10	21	9	0	2	1	4	71
15	17	5	9	10	3	2	1	5	47
16	18	8	10	4	0	1	0	4	41
17	12	11	2	3	0	0	1	4	29
18	18	11	11	3	3	0	1	4	47
19	6	10	2	1	0	1	0	4	20
20	27	16	5	2	2	1	1	3-4	54
21	7	11	4	1	2	0	1	4	26
22	4	4	3	0	3	0	1	4	15
23	3	0	2	1	1	0	0	5	7
24	3	3	5	1	0	0	0	4-5	12
25to29	20	18	9	9	3	1	1	4	61
Over29	26	13	4	5	2	3	1	4	54
Totals	1658	1284	964	841	263	240	96	4	5326
M.	4	2	3	3	2	2	3	3	

Median Training 4 years.

Median Experience 3 years in any group.

Table XVI.

Experience and Training of all men.

Years Exp.	Years of Training. 0to3	4	5	6	7	8	over 8	M	Totals
0	52	41	13	9	3	3	0	4	121
1	49	33	32	21	14	29	11	5	189
2	50	24	33	25	19	28	9	5	188
3	61	31	18	25	8	14	9	4	166
4	54	28	15	22	12	9	11	4	151
5	35	14	10	3	10	11	2	4	85
6	34	22	9	10	7	7	6	4	95
7.	29	6	7	1	3	5	2	3	53
8	28	11	5	3	3	4	0	3	54
9	27	1	5	1	0	3	1	3	38
10	25	6	0	2	5	0	2	3	40
11	17	6	2	1	1	2	2	3	31
12	19	5	3	3	0	1	3	3	34
13	12	3	2	2	1	1	1	3	22
14	7	1	1	3	1	2	5	6	20
15	11	4	1	1	3	2	2	4	24
16	6	1	0	0	0	0	1	2	8
17	7	0	1	1	1	0	0	2-3	10
18	7	1	2	0	0	1	1	3	12
19	7	1	1	0	0	0	0	2	9
20	11	3	0	0	0	0	0	2	14
21	4	1	2	0	0	0	0	3	7
22	6	0	0	1	0	0	0	2	7
23	7	0	2	0	0	0	0	2	9
24	6	0	1	0	0	0	0	2	7
25to29	22	2	0	3	0	1	0	2	28
Over30	21	4	0	1	6	4	1	2	31
Totals	614	249	165	138	91	127	69	4	1453
M	6	3	3	3	4	3	4	4	

Median Training 4 years.

Median Experience 4 years in any one group.

Salaries by Groups.

The median yearly salary for women was $450.00. For women teaching in the country it was $350.00; $100.00 less than the general median. Over 75 percent of these women were getting less than $450.00 a year. This was to be expected for 70 percent of them had had less than the median experience and 50 percent less than the median training. The median salary for women teaching in town was $500.00 or $50.00 above the general median. Only 39 percent of these women receive less than the $450.00 a year, but only 33 percent had had less than the median training. For women teaching in the city , having advanced there from the country, the median was $600.00 or $150.00 above the general median; while for those advancing from the towns or having begun in the city ,it was $650.00; $200.00 above the general median. This indicates a slight disadvantage for beginning in the country. Only 10 percent of the women teaching in the city were receiving less than the general median salary. This is not surprising for only 13 percent of them had had less than the median training.

The median yearly salary for men was $500.00 , only $50.00 higher than for women. For those teaching in the country it was $400.00; $100.00 less than for all men. Seventy-six percent of these received less than the $500.00. Again we are not surprised for 70 percent of this group had had less than the median number of years experience for men in general and 60 percent less than the median number of years training. For those teaching in the town, having advanced there from the country, the median was $600.00, and for those having begun in town it was $650.00;

$100.00 and $150.00, respectively, higher than the median. Only 28 percent of them were receiving less than the median, $500.00; but only 38 percent of them had had less than the median training. The median salary of men teaching in the city, having advanced there from the country was $1000.00, double the median; for those having advanced from the town it was $1400.00, almost treble the median; and for those beginning in the city it was between $1000.00 and $1100.00, double the median. Less than 5 percent of these men were receiving less than the median salary, but only 15 percent of them had had less than the median training. No doubt the great advance for those teaching in the city was due to the administrative character of the work of many of them.

Table XVII

Salaries of Women Teachers by Groups

Group	Country Only	Country & Town	Country & City	Country Town & City	Town Only	Town and City	City Only	Totals
300	770	63	5	5	45	1	22	911
350	337	77	9	4	48	9	34	518
400	331	111	11	16	92	6	63	630
450	175	154	41	33	132	21	80	636
500	127	139	53	32	96	30	89	566
550	52	82	27	25	47	16	85	334
600	58	93	44	43	110	23	107	478
650	15	44	33	40	35	22	101	290
700	15	18	15	25	31	27	81	212
750	3	13	31	32	13	29	140	261
800	12	16	14	28	21	30	89	210
900	1	2	12	17	8	11	83	134
1000	3	3	3	4	7	1	46	67
1100 1200 or more	1	0	1	0	0	2	5	9
	0	2	3	2	2	3	14	27
M.	$350	$500	$600	$600	$500	$650	$650	$450
Total	1900	818	302	306	687	231	1039	5283

Median yearly salary $450

Table XVIII

Salaries of Men Teachers by Groups.

Group	Country Only	Country & Town	Country & City	Country Town & City	Town Only	Town and City	City Only	Total
300or less	183							185
350	129	64						193
400	119	28	2	5	17	0	1	172
450	52	26	1	1	7	0	5	92
500	66	37	3	5	8	0	3	122
550	20	28	0	3	7	0	0	58
600	17	29	3	3	6	0	3	61
650	15	28	6	12	9	1	4	75
700	12	24	4	14	9	1	5	69
750	2	11	0	4	2	0	3	22
800	2	18	1	9	5	1	4	40
850	9	8	2	4	0	0	1	24
900	3	16	4	7	8	3	4	45
1000	0	20	8	15	10	1	9	63
1100	0	18	2	12	5	1	8	46
1200	0	11	5	7	4	4	5	36
1300	0	3	2	6	3	2	4	20
1400	0	10	3	8	2	3	2	28
1500 or more	0	10	10	29	5	12	23	89
M	$400	$600	$1000	#1000	$650	$1400	$1000 to1100	$500
Total	629	389	56	144	107	29	84	1438

Median yearly salary $500

Summary.

Sixty-four percent of the women and 84 percent of the men began teaching in the country; 17 percent of the women and 10 percent of the men began teaching in town. As 12 percent of the women and 14 percent of the men began teaching in the country and later advanced to the city; and 4 percent of the women and 2 percent of the men began in the town and later advanced to the city, one sixth of all the teachers taught in the cities after an apprenticeship of from two to seven years in the country, or the town, or both. As 22 percent of the women and 37 percent of the men began in the country and later advanced to town positions, while only 17 percent of the women and 10 percent of the men began in the towns; over half of the women and nearly four fifths of the men who taught in the town, had a training in the country schools of from two to four years. Surely the cities owe something to the rural and town schools and the town schools owe something to the rural schools.

The median training of teachers who began in towns was five years. As the median training of teachers advancing from the country only to the towns was four years their rural experience - five years for men and three years for women - must have answered for the additional year of training. The median training of men (8,plus, years) and women (3,plus,years) of the group teaching only in the country; as compared with four in each case in the group that advanced only to the town schools, and six for men and five for women who went from the country to the city and from the country to the town and later to the city; is evidence

that training has something to do with the movement of teachers from rural toward city positions. That experience after a certain number of years does not further reduce the training requirement seems probable from a study of groups III and IV. Members of both groups have reached the city and in each case with a median training of six years for men and five years for women; yet the men of group III have seven years experience as compared to three in group IV, while the women have five and two years respectively. In other words, the three years spent in the town schools did not reduce the training requirements of the city schools.

A comparison of the training and experience of the men and women teaching in the three locations is interesting. In the rural schools the women are the better trained; in the town schools the sexes are equally trained, while in the city schools the men are the better trained. In experience the men always lead with the exception of the group teaching only in the city. In this group the women have a median of seven years as compared to four for the men, while in the other groups the men lead from one to two years in the medians. The country and the towns have slightly less than their proportion of men , the percents in round numbers being as follows: in general, women 79 - men 21; in country and town, women 75 - men 25, and in the city, women 85 - men 15. Twenty percent of the women teaching in the country, 12 percent teaching in the towns, and 6 percent teaching in the city were beginners. For the men the figures were 16 percent, 10 percent, and 5 percent respectively. In all respects the advantage increases toward the city.

Table XIX.

General Summary.

Groups	Number Men	Number Women	Median Exp Men	Median Exp Women	Median T'n'g. Men	Median T'n'g. Women
I Country Only	639 43%	1915 36%	3	2	3	4
II Country & Town	390 27%	833 16%	5 C* 4 T#	3 C*	4	4
III Country Town & City	145 10%	312 6%	3 C 4 T 5 Cy	2 C 3 T	6	5
IV Country & City	56 4%	307 6%	3 C 4-5Cy	2 C	6	5
V Town Only	110 8%	688 13%	4	3	5	5
VI Town & City	29 2%	232 4%	4 T 5 Cy	3 T	8	6
VII City Only	84 6%	1039 19%	4	7	7	5
Totals	1453	5326	4**	3**	4	4
Grand Total		6779				

* C-Country

\# T-Town

Cy-City

** In any one group.

Conclusion.

A number of additional problems are still possible from these data. A few that occur to me are: (1) the relative importance of the positions held by those who began in the country or town and later went to the city, as compared to those who taught only in the city; (2) the relative beginning ages of the teachers in each group; (3) the median income of parents in each group; (4) the influence of occupation of parents on place of beginning, length of service, and movement toward the city; (5) the total number of years experience of each in the groups reaching the city; (6) the influence of training and experience upon salary within the groups; (7) the influence of income and occupation of parents upon the salary; in fact there are numerous possibilities, but the labor of going over such a large body of statistics - about 7000 cases being used in this study - makes it impossible to include but a small part of them in this report.

Of course one study of this kind can not be taken as conclusive evidence. Others should follow to equalize the vagaries of this, but some general tendencies are at least indicated. First, there is too great shifting from group to group. When the median woman stays only two or three years in a group, her stay in a single position must be short indeed. The median man is but one year better. Second, the average teacher has only a high school training. As the high school gives practically no professional training, a large percent of our teachers are absolutely without it. We must raise the standard or add professional work to the high school curriculum. Third, the great overshadowing problem is the great unfairness of the distribution of teachers.

The rural teachers are behind in all phases considered. Why do the cities get the best trained teachers? Why do we find so many inexperienced teachers in the country and so few in the cities? Why do the best teachers go to the city? There are at least three reasons. The work, being graded and specialized, is more attractive to teachers; surroundings and social conditions are better; and , above all, salaries are much higher as we go from the country to the city. There are so many more chances for advancement in a city system. The casual observer may think that salary is the only thing that draws teachers to the city, but if salaries were everywhere equal or proportionate to the cost of living, we still should find teachers seeking the city positions. Consolidation will lessen the effect of all the above factors. When the taxing unit is enlarged the community can pay better salaries. When several teachers are brought into the same locality it becomes more attractive to them. And when a number of districts are conbimed the work can be specialized. Salary adjustments can be made to compensate for the other factors. An equalization of salaries can be made by adopting some plan of taxation whereby the richer centers contribute to the poorer ones. At present two plans are being discussed: (1) State aid, and (2) centralization of the taxing unit with a distribution of the money in proportion to the number of teachers employed. Even them, better salaries will have to be paid to those who teach in the less desirable locations. Of course the cities oppose both plans, because then object to contributing to the support of schools in distant communities. A rich man pays taxes to educate his poor neighbor's child, why should a rich community not help

to educate the children of the poor community? All the law abiding citizens of a state contribute to its welfare, and hence to the prosperity of all its members. Does not the rich center, then, owe something to the poorer one? The cities are constantly receiving fresh brain and muscle from the rural districts. If they help to elevate standards in these districts they will be repaid by an increase in the efficiency of those who go from the country to help build their industries. Perry says,"The average taxpayer can well understand that his safety, in the police sense, is enhanced by the spread of education. He pays his tax for the education of his neighbors' children with a degree of cheerfulness because he realizes that it is a form of protective insurance". "It is far less expensive to educate a child than it is to jail him".* If the country schools train half the city teachers - as this study would indicate - the cities owe them some support and this support will not be lost; for, when the rural standards are raised, the efficiency of the teachers advancing to city positions will be greater. While this last factor will disappear gradually as conditions reach the equalized state, the cities will be habituated to the change long before they cease to reap this benefit and will not go back to present conditions. Though the outlook seems discouraging at present, educators are seeking for the actual facts and figures in regard to the great school questions and the discussion and interest aroused cannot fail to bring some beneficial returns in the above as well as other unsatisfactory situations. We shall live to see school money more equitably distributed.

*Outlines of School Administration - P. 21.

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